**Glasgow School of Art Course Specification
Course Title: Interior Design Studio 3B**

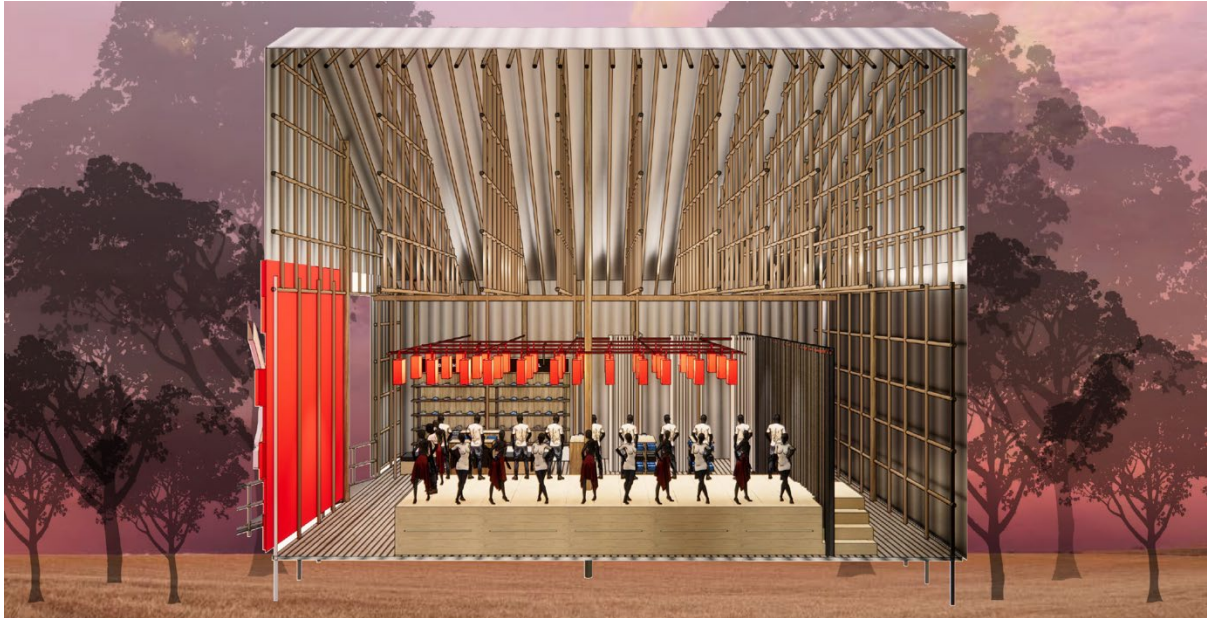Image: Megumi Lee

Course Code	HECOS Code	Academic Session
UIND301B		2025-26

Course Title	Interior Design Studio 3B
Course Contact	Pamela Flanagan

Credits	40
SCQF Level	9
When Taught	Stage 3, Semester 2

Associated Programmes	BA (Hons) Interior Design
Lead School	School of Design
Other Schools	n/a
Date of Approval	Programme Approval February 2024

Course Introduction

This course expands and refines knowledge, design skills, working methods and organisational skills for interior design. It supports students in developing how they deal with complex spatial conditions, resolve interior detail and make meaningful design decisions within given contexts. The course provides a framework for students to develop their authority within the discipline from generalist to specialist. Students will expand their self-directed working and investigation skills, decision-making, and critical analysis to explore the boundaries of the specialist subject. The course asks students to define, test, evaluate and rehearse a self-directed project within a scaffolded project brief, helping support the transition to Stage 4 of study.

Alongside established or conventional working methods, the course encourages students to devise innovative, experimental, and alternative processes for research and design. Students critically appraise the design process from research, concept, and detail to conclusion. The course encourages students' reflection on the complexities of the occupied interior through the integration of core themes of adaptive reuse, accessibility and inclusion, materiality, and sustainable engagement. Students employ an ethical practice to engage actively and critically with their own and the work of others.

The self-defined project brief supports students in further maturing professional practice skills. Students advance their communication skills by using orthographic drawings, digital software, model making, and 3D and 4D digital technologies to convey design proposals to a range of audiences. Students demonstrate independent learning through synthesising an iterative design process, detailing, materiality, storytelling, and technical competence within their portfolio.

Course Aims

The aims of this course are to:

1. establish informed research methods to inform exploration of concepts and enrich the creative process
2. refine knowledge and understanding of interior design processes and analytical skills
3. consolidate and innovate professional and technical skills for specialist practice
4. embed advanced independent study skills, responsible working, and effective relationships with peers, tutors, and external partners
5. identify ethical, societal, and environmental issues concerning the role and critical discourse for interior design
6. apply advanced communication skills to position and present project work in a coherent form, and to effectively converse with tutors, peers, or external partners

Course Intended Learning Outcomes

By the end of this course, students will be able to:

1. demonstrate informed concepts and a range of creative ideas using advanced approaches to primary, secondary, and contextual research that relate to interior design practices
2. synthesise advanced design skills and processes using criticality and reflection
3. apply advanced technical and practical skills with critical analysis to generate and interrogate a variety of ideas and to resolve project work
4. responsibly manage learning and resources, critically evaluate progress and guidance from others, direct learning, and conclude project work.
5. evidence knowledge and impact of ethical, societal, and environmental challenges to project contexts and to assert a confident position
6. employ advanced communication methods and skills to professionally and coherently present project work to peers, tutors, technicians, or external partners

Indicative Content

The course will introduce students to:

- scoping a project from site analysis, context and existing conditions
- designing and implementing 3D space through verticality, adjacencies, and spatial interventions.
- critical responses to unique site contexts and typologies with a theoretical and practical sensibilities relative to adaptive reuse
- considering user(s) experience and appropriateness of proposal through an inclusive design approach
- realising concept to proposal using orthographic, digital design tools, model making and alternative methods of representation of ideas
- skills in managing project requirements and working independently
- communication methods to document research and collate project work

Description of Learning and Teaching Methods

This studio course is designed as a project-based course. Project briefs encourage an independent, tutor-supported approach to directed and self-directed study.

A range of learning and teaching methods are used to support students to engage in an explorative and individual approach to learning. As an indication, these include:

- briefings
- inductions and demonstrations
- technical workshops
- studio activities
- individual and group tutorials
- talks, lectures, seminars, and study visits
- group critiques and reviews, peer review, and presentations
- presentations and writing
- reflection and self-evaluation

Skills, including digital, material and technical resources, are introduced through inductions, demonstrations, and workshops.

Independent learning skills will be developed and supported through guided activities and digital online learning resources available on Canvas.

A variety of teaching and learning approaches, including in person, blended and online learning and delivery, are employed to support student engagement with the curriculum and the achievement of the intended learning outcomes.

Indicative Contact Hours	Notional Learning Hours
40	400

Description of Formative Assessment and Feedback Methods

Students are supported in their learning through a range of activities with staff and peers, such as workshops, reviews and tutorials offering ongoing formative feedback as they progress through the course.

Formative feedback supports students in developing and refining their project work towards submission for summative assessment.

Formative feedback offers students the opportunity to present the progress of their project work to staff and or peers, receiving feedback to support the development and refinement of their project work towards submission for summative assessment.

Description of Summative Assessment arrangements

Summative assessment is designed to support students to review, collate, and communicate work produced in response to project briefs and learning and teaching activities associated with the course.

Submissions will be assessed and moderated in line with the Code of Assessment, which outlines reassessment opportunities where a student has not passed the course.

Description of Summative Assessment Method	Weight %	Submission week
Students are required to submit a body of work produced in response to project brief/s and learning and teaching activities, which is assessed holistically against the intended learning outcomes for this course. For example, this may include: - Digital portfolio - Artefacts - Reflective statement - Developmental works in a sketch book and/or journal - Pre-recorded presentation	100%	Semester 2 Week 13

Exchange/Study Abroad	
Can this course be taken by Exchange/Study Abroad students?	Yes
Are all the students on the course taught wholly by distance learning?	No
Does this course represent a work placement or a year of study abroad?	No
Is this course collaborative with any other institutions?	No
If yes, then please provide the names of the other teaching institutions	

Reading and On-line Resources
The course indicative reading and online resource list is accessible via Resource Lists. This list will be reviewed and updated annually to reflect course content and subject developments.